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Please return ballot within 15 minutes after round ends.

AFF

Spkr	Westie Harris & Acquah	POINTS (24-30)	RANK
	Mynaisha Harris		
1AC	Joseph Acquah + 2AC	28	2

NEG

Spkr	JosQui Liu & Li	POINTS (24-30)	RANK
2NC	Gui Ying Liu	28	1
1NC	Xinmei Li	27	3

Winner: _____ JosQui _____ debating on the _____ Neg _____ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____ [signature] _____

Comments & Reason for Decision:

• Neg side convinced me of why the fed gov't should not fund integrated Sheds. → money should be placed into healthcare and integrating neighborhoods → great job by the aff side, arguing 2x the amount he expected to.

[boxed note] by integrating neighborhoods people will integrate schools more naturally.

1AR: → Segregation leads to health issues like depression
→ can also lead to more crime if we keep communities segregated

2AR: → good use of personal experience of living ~~[crossed out]~~ in a neighborhood like Mattapan
→ calm and clear arguments

1NR: → can't throw money @ integrating schools, since you still need money for busing
→ kids segregate themselves in schools anyway
→ housing is expensive in suburban ~~[crossed out]~~ areas, low-income families can't afford

2NR: → affirmative side "hasn't proved" they have money to integrate schools
→ no matter how much money you have or put into schools, you can't change people's minds.
→ use money more wisely ⇒ put into integrating neighborhoods, healthcare
→ funding is in wrong places   ↳ can walk to schools

High School - Junior Varsity

Speaker Points are an indication of the quality of the speaking of each individual debater. **The decision** in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Joseph	**1N Speaker:** Xinmei
Speaker Points: 24 25 26 27 (28) 29 30	**Speaker Points:** 24 25 26 (27) 28 29 30
comment:	comment:
2A Speaker:	**2N Speaker:** Gui Ying
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment:	comment:

Constructives

1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

Rebuttals

1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments:

1AC → good job looking up from paper, making eye contact

→ Segregation in schools still exists and is getting worse

→ can cause mental health issues ⇒ perceived racism, depression

→ good replies to cross-ex

→ good question about teachers getting paid less in minority schools

2AC → provide financial incentive for schools to integrate

→ need more educated Americans who enter college
⇒ will be better in workforce since they will know how to interact w/ people other backgrounds

Negative Arguments:

1NC → teachers need to reflect the population of the communities that they work in.

→ desegregation programs haven't worked, ie busing

2NC → integration may still result in segregation w/in the schools → ie clubs, sports teams

→ desegregating communities or housing is more important, should happen before school integ.

→ no clear proof that integrated schools lead to more college admissions

• need to use money more wisely in integrating neighborhoods

• basically saying we do not need to use gov't money on integration of schools

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

Please give all speaking, presentation, and debate-strategy related feedback verbally.

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AFF

Spkr	**BosInt Felixon & Borgelin**	POINTS (24-30)	RANK
1A	Dana Felixon	27	3
2A	Daphcar Borgelin	26	4

NEG

Spkr	**JosQui Zhao & Vincent**	POINTS (24-30)	RANK
2N	Anna Zhao	28	2
1N	Joshua Vincent	28	1

Winner: __Josiah Quincy__ debating on the __Neg__ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: __Raymond Wy___

Other judges on panel: Cecilia Soriano, Allison Velez. Please do not start until all judges are present.

Comments & Reason for Decision:

JosQui had great organization and control of the debate. Bos Int had good points, but was lacking in the overall scope.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Dana Felixon

Speaker Points: 24 25 26 (27) 28 29 30

comment: Good control of pace and structure.

1N Speaker: Joshua Vincent

Speaker Points: 24 25 26 27 (28) 29 30

comment: Speak like during rebuttal. Focus on breadth, not depth.

2A Speaker: Daphean Borgelin

Speaker Points: 24 25 (26) 27 28 29 30

comment: passionate, but address judges more.

2N Speaker: Anna Zhuo

Speaker Points: 24 25 26 27 (28) 29 30

comment: Good control of pace and organization.

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

Affirmative Arguments	Negative Arguments
Opens with how segregation negatively effects students- plan → monetary incentive for states to integrate students	power should be given to state for education, since fed. gov. has bigger problems, such as war in Iraq
Cooperative federalism is the best plan. State programs will fail on its own. provided financial assistance from fed. gov. will allow plan to work.	trying to combine plans creates conflict and confusion that will ultimately result in stagnation, hurting integration. states know best what to do to better integrate schools.
fed. gov. adds a level that can enforce accountability. gov. provides incentives that force state government to ensure integration	adding fed. gov. to equation creates conflict, since fed + state gov. create different laws.

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AFF

Spkr	BosInt Felixon & Borgelin	POINTS (24-30)	RANK
1A	Dana Felixon	27	3
2A	Daphcar Borgelin	26	4

NEG

Spkr	JosQui Zhao & Vincent	POINTS (24-30)	RANK
2D	Anna Zhao	28	2
1D	Joshua Vincent	29	1

Winner: _JosQui-Zhao & Vincent_ debating on the _Neg_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Allison M. Vel_

Other judges on panel: Cecilia Soriano, Raymond Wynnne. Please do not start until all judges are present.

Comments & Reason for Decision:

• Aff. side offered no details about their plan and only reiterated the problem. Did not answer most questions on Cross examination.

• Neg. side addressed both 1) why aff's plan wouldn't work and 2) a counter plan. Spoke in generalizations and in details. (too) Asked insightful questions of other side. Didn't dispute the state of the problem itself. Used lots of evidence and approached from different angles.

High School - Junior Varsity

Speaker Points are an indication of the quality of the speaking of each individual debater. **The decision** in a round is not made on the quality of speaking, but rather on the quality of arguments.

1A Speaker: Dana Felixon

Speaker Points: 24 25 26 (27) 28 29 30

comment: Subtle but confident presence. Great eye contact, great philosophic approach.

1N Speaker: Joshua Vincent

Speaker Points: 24 25 26 27 28 (29) 30

comment: Very prepared, good handle on the evidence.

2A Speaker: Daphcar Borgelin

Speaker Points: 24 25 (26) 27 28 29 30

comment: Passionate about the issue, should be more confident - she knew what she wanted to say.

2N Speaker: Anna Zhao

Speaker Points: 24 25 26 27 (28) 29 30

comment: Passionate, prepared. Careful not to interrupt. Good presence.

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments

- Great addressing in direct problems w/ segregation → health care, teacher retention, employment opportunities, mental health.
- Very extensive, detailed laying out of the problem.
- Plan itself was only named as "financial incentives" but no details at all. Need to develop plan substance.
- Good job acknowledging opposing side's arguments.
- Best thing they did was adapt their plan / willing to compromise, was realistic and thoughtful.
- Good focus on accountability for state and federal.

Negative Arguments

- Great addressing monetary issue of financial priorities → Iraq, nuclear threats, etc.
- Organization was stellar, made it easy for us to follow your plan.
- Federalism was explained well, its importance made clear.
- Great at not down playing the issue (segregation).
- Asked good questions (where should the money come from? what incentives will be offered?)
- Got off topic a little with death likely from nuclear war; keep focusing on segregation.
- Great handle on material.

Constructives

1AC	(8 min.)	☒
CX	(3 min.)	☒
1NC	(8 min.)	☒
CX	(3 min.)	☒
2AC	(8 min.)	☒
CX	(3 min.)	☒
2NC	(8 min.)	☒
CX	(3 min.)	☒

Rebuttals

1NR	(5 min.)	☒
1AR	(5 min.)	☒
2NR	(5 min.)	☒
2AR	(5 min.)	☒

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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AFF

Spkr	BosInt Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
2A	Juan Pablo Casilla	26	4
1A	Mohammed Al Bidari Sattar	26.5	2

NEG

Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK
2N	Anthony Van	27 26.5	1
1N	David Gillis	26.5 27	3

Winner: __Boston Int__ debating on the __aff__ Low point win? _____
      School/Team   Side (Aff or Neg)

Signature: __Kasey T____

Other judges on panel: Marc Canillas, CARISSA SCUDIERI. Please do not start until all judges are present.

Comments & Reason for Decision:

The negative team more clearly articulated their arguments to the judges with supporting evidence. The affirmative team was very passianate and engaging but would benefit from more clearly connecting school segregration to the poor health outcomes and economic burden that occur downstream

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Mohammed

Speaker Points: 24 25 (26) 27 28 29 30

comment: Very engaging, warm & passionate Avoid speaking too quickly

1N Speaker: A David

Speaker Points: 24 25 (26) (27) 28 29 30

comment: Excellent content and vocal clarity, when the other team passes on your question, try restating the question to demonstrate your points to the judge

2A Speaker: Juan Pablo

Speaker Points: 24 25 (26) (27) 28 29 30

comment: Very personable, your best speaking was at the end without cards! Speak slower earlier

2N Speaker: Anthony

Speaker Points: 24 25 26 (27) 28 29 30

comment: Passionate and assertive Avoid dismissive responses to questioning

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments	
In this section, focus on the clash between Aff and Neg while weighing impacts presented.		Each team has 8 minutes of total prep time.

Good energy / Rushed speech

Education isolation   1A
disadvantages
lower rates of achievement
teacher retention
lower quality curriculum
lower grad rates
limits student future
• American birthright
worsening isolation/segregation
• worsening mental health
cited study ⊕ ⊕ ⊕
present & future consequences
"Equal members of society"

"Aren't you judging them"
Got Questioning moved away
from leading to your points

cross

2A Good projection
Addressed increased minority teachers
The problem is not recruitment, it is retention. Minority students sent to high minority schools which have high turn over
Brought back main point
✱ Pointed out failure to give citations

David "what is the link between diversity and academic achievement" **cross**

• More diverse teaching force to match diverse students
• Teacher retention
• Presence of white students does not benefit minority students
• schools continue to have low achieving minorities cited studies
less student profiling by minority teachers
Racial achievement gap has economic impact
→ Identify specifics to answer questions
Concerns about perpetuating inequalities

Aff Prep Time
8:00

Neg Prep Time
8:00

Try restating question to demonstrate failure to answer rather than accepting declination to answer

improvement

Desegregated schools remain segregated within schools
Housing
✱ Avoid general/vague statements
→ Responded w/ citations

(1) (2.5)   (4) (4)

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AFF

Spkr	JosQui Da Costa Pereira &...	POINTS (24-30)	RANK
2 AC	Stephanie Da Costa Pereira	27	2
1 AC	Jennifer Osayande	26	4

NEG

Spkr	O'Brya Hea & Mohamed	POINTS (24-30)	RANK
1 NC	Hurryra Hea	27	3
2 NC	Aziza Mohamed	28	1

Winner: O'BRYAN _____ debating on the NeG _____ Low point win? _____
School/Team — Side (Aff or Neg)

Signature: Vir Crisp _____

Comments & Reason for Decision:

Negative presented clear arguments and effective rebuttals with concise summaries. as to why the financial incentives would be better used to support neighborhood schools that employ minority teachers and that the issue of housing segregation should be addressed separately ~~would support~~ would support the educational achievement which

of minority students.

High School - Junior Varsity

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Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker:	1N Speaker:
Speaker Points: 24 25 (26) 27 28 29 30	**Speaker Points:** 24 25 26 (27) 28 29 30
comment:	comment:
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 (27) 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments:
- Need Financial Incentives — Better, health,
- Desegregation helps generational gains
  Close Achievement gap
- Use of ROADMAPS

Negative Arguments:
- Minority Teachers — good examples
  Segregated
- Housing Needs Resolution - use $ to Do this
- $ should go to existing schools

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AFF

Spkr	BosInt Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
2A	Juan Pablo Casilla	28	2
1A	Mohammed Al Bidari Sattar	27	4

NEG

Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK
2N	Anthony Van	29	1
1N	David Gillis	27	3

Winner: _____ Henderson _____ debating on the ___ Neg ___ Low point win? _____
  School/Team   Side (Aff or Neg)

Signature: _____ Marc Canillas _____

Other judges on panel: CARISSA SCUDIERI, Kasey Tenerowicz. Please do not start until all judges are present.

Comments & Reason for Decision:

Both sides were very effective at presenting arguments. The negative team overall gave better reasoning and justification backing up their arguments. The affirmative team did a good job presenting the 1AC and using cross X. However, they used a negative card in their 2AC speech and that was the deal breaker.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

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Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker:	Mohammed
Speaker Points:	24 25 26 27 28 29 30

comment:
excellent rebuttal

1N Speaker:	David
Speaker Points:	24 25 26 27 28 29 30

comment:
great demeanor, good use of crossx

2A Speaker:	Juan Pablo
Speaker Points:	24 25 26 27 28 29 30

comment:
good use of crossx
excellent rebuttal

2N Speaker:	Anthony
Speaker Points:	24 25 26 27 28 29 30

comment:
excellent use of evidence backed up by sound reasoning
well articulated

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments

Resegregation Now, minority schools are often segregated, lower curriculum, low quality teachers, negative health harms, perceived discrimination, less access to healthcare Plan: US fed gov ↑$ to ↑ diversity
Solvency: $ with work, Brown v Board in south = desegregate

Minority teachers are increasing, being recruited, retention problem; US govt. must act now!

- Better chance at the American Dream

Negative Arguments

Limited diversity in mentors and teachers.

High turnover rate amongst ~~low performing schools~~ ~~white/hispanic teacher~~ need more black/hispanic teachers close gap

Minority schools increase diversity

In school group/societal segregation won't solve

Housing segregation won't solve

Neighbourhood schools increase segregation

Plan won't work!

Not solving societal issues

Constructives

1AC	(8 min.)	☑
CX	(3 min.)	☐
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☑
CX	(3 min.)	☑
2NC	(8 min.)	☑
CX	(3 min.)	☑

Rebuttals

1NR	(5 min.)	☑
1AR	(5 min.)	☑
2NR	(5 min.)	☑
2AR	(5 min.)	☐

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
7:00
2:40

Neg Prep Time
8:00
4:00
1:30

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AFF

Spkr	JosQui Han & Phung	POINTS (24 - 30)	RANK
2	Susan Han	26	2
1	Steven Phung	26	1

NEG

Spkr	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
2	Deaglan Flaherty	26	3
1	Tadgh Murphy	25	4

Winner: _JosQui A & Phung_ debating on the _Aff_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Madeline Moore, Maryanne Pasiewicz. Please do not start until all judges are present.

Comments & Reason for Decision:

Hard to judge; no real impacts on either side. Though neg's argument about how desegregation doesn't have an impact eventually was presented as more of a harm (i.e: minority mental health is harmed by desegregation), this was ~~math~~ mached by the aff harm of mental health + _there was no clash_ so this canceled. As aff stated the harm of life expectancy/health insurance, and this was both not responded to by the neg and long-term, ~~⊗~~ _this is the argument I voted on._ Neg only minimized this impact; didn't negate it ∴ aff is preferable to spvo.

For future:
Impact calc
clash
more clear voters

High School - Junior Varsity

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Areas of Focus for Speaker Points:

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Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives		
1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

1A Speaker: Steven Phung

Speaker Points: 24 25 26 27 28 ~~29~~ 30

comment:

1N Speaker: Tadgh Murphy

Speaker Points: 24 25 26 ~~27~~ 28 29 30

comment:

2A Speaker: Suzan Han

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Deaglan Flaherty

Speaker Points: 24 25 26 27 28 29 30

comment:

Rebuttals		
1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

Affirmative Arguments:

- Brown v. Board isn't universal ∴ Segregation exists

HARMS: Public health
Achievement

Plan: ↑ funding to minority schools

Solvency: ~~will so~~ Will solve for harms

↳ Funding down now
- killed program

↳ Could be used to solve problem ←
- HOW?? I thought you were giving funding to schools
- How do we know this will be effective? how will they change distric lines

Aff should have mentioned this in speech

~~On the topic of mental health: both teams fart failed to realize the difference in timeline; neg talking about students in youth aff is more long-term~~

Solves for public health

Negative Arguments:

No impact on

NO solvency: Housing crisis is the real problem

D.

Inherrency: Integration happening in SQuo
- more "confusion"? Card?
- Tell me why a longer timeline is better

↳ Desegregation has minimal impact on achievment gap + puts pressure on students

Why does Neg (sqo) solve root cause of discrimination? You argued that aff plan

No harms? I would consider using them

is happening in SQ0 and said they don't solve You're contradicting yourself

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AFF

Spkr	Charle Lara & Coleman	POINTS (24 - 30)	RANK
A1	Randy Lara	28	1
A2	Tyerohn Coleman	27	2

NEG

Spkr	BosLat Faith Cole	POINTS (24 - 30)	RANK
N2	Faith Cole	26	3

Winner: _____Charlestown_____ debating on the ___AFF___ Low point win? _____
           School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Jamie Andrade, Dhrupesh Patel. Please do not start until all judges are present.

Comments & Reason for Decision: ———→ more details and persuasion

Rebuttals

1. More funds ⇒ better health, jobs, and wealth.
   (AFF) Currently in ~~poverty~~ pov. and segregated schools.
   There are ways to fix problems.

2. Teachers to affect learning and students.
   (NEG) Schools won't change or affect students' scores & learning.
   Students have the same opportunities.
   Same healthcare......
   Programs to help students.

3. All public schools are ~~segregated~~ segregated. (most?)
   (AFF) Better teachers and supplies to help diversity.
   Racism not good, ~~and~~ but div. to help.
   Having white maj. with min. students together to learn and ~~improve~~. improve
   Suburbs have better schools and stuff → change to better all.

4. Integ. bad because all schools different to locals.
   (NEG) Spread of opport. to all schools and students.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Randy	**1N Speaker:** Faith
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: fast speaking many details prepared	comment: Some eye contact interesting questions but needs some improv.
2A Speaker: Tyerohn	**2N Speaker:** Faith
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: good details quick thinking quite fast	comment: careful explanations to the point

Constructives

1AC	(8 min.)	☑
CX	(3 min.)	☑
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☑
CX	(3 min.)	☑
2NC	(8 min.)	☑
CX	(3 min.)	☑

Rebuttals

1NR	(5 min.)	☑
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

A1
- Eastern & Midwest Schools ~~segregation~~
- Not Constitutional to segregate
- Integration good for schools, promised to do so: 5 low growth
- Racism & Segregation ⇒ bad mental health & probs.
- Teachers turnover rate, student graduation rate
- Financial & funds low ~~\~\~\~~ low
- Health care & life expectancy ~~\~\~\~~
- Lower graduation & bachelor's & such
- Increase School funds in the US.
- Gap in wealth & income ~~\~\~\~~ inequal.

A2
- Integration down
- Programs to increase diversity
- Not enough funding to integrate
- Schools needed to increase Knowle. and scores of STEM, etc.
- Minority schools less likely to have good teachers, and can fail and lag behind
- More funding to M. schools to improve test scores
- Health Problems and students in M. Schools correlation
- Better health & health care

N1
- Strategy to increase integration and diversity (socioeconomic) div.
- the entire VS striding for diver.
- Charter shift; program to expand
- National/Reg. recruitment to hire more teachers, ~~and~~ including "people of color"
- Depends on teachers to expand diversity
- Trump and US gov. has neg. impacted schools; eroding public trust

N2
- Classes ~~\~\~\~~ in schools to help students
- Non-div. schools to challenge students mentally than div.
- Not much change or positivity in ~~\~\~\~~ racial div. & racial iss.
- Students to go to local schools, not ones with integration
- Racial struggle to be solved when academics improve
- Socioeconomic development ...

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
7:00
6:00

Neg Prep Time

~~8:00~~
~~7:30~~
5:00

Please give all speaking, presentation, and debate-strategy related feedback verbally.

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Please return ballot within 15 minutes after round ends.

AFF

Spkr	JosQui Han & Phung	POINTS (24-30)	RANK
2A	Susan Han	28	2
1A	Steven Phung	27	3

NEG

Spkr	O'Brya Flaherty & Murphy	POINTS (24-30)	RANK
2N	Deaglan Flaherty	28.5	1
1N	Tadgh Murphy	27	4

Winner: _Jos Quincy_ (School/Team) debating on the _Aff_ Side (Aff or Neg)   Low point win? _____

Signature: _Maryanne Pasiewicz_

Other judges on panel: JAIDEN CRUGER, Madeline Moore. Please do not start until all judges are present.

Comments & Reason for Decision:

Neg has no offense

Aff is the only team that really extend impact in 2AR (mental health issues)

Aff wins that plan is better than SQ.

Even if desegragating neighboorhoods unes first, neg doesn't have CP to solve this.

Oral Feedback

→ Read CP and DA !

High School - Junior Varsity

Speaker Points are an indication of the quality of the speaking of each individual debater. **The decision** in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker:	1N Speaker:
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

2A Speaker:	2N Speaker:
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments:

- line by line!
- impact calc!

Negative Arguments:

- don't have to take prep for 1NC - you know case, have it prepared
- offense vs. defense
  ↳ NEED MORE (DAs, impact turns)
- impact calc! ⟹ Need DA
  ↳ reason to vote neg

Constructives

1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

Rebuttals

1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

7:30

1:00

Neg Prep Time
8:00

~~7:30~~

~~7:00~~

6:00

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AFF

Spkr	BosInt Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
3	Juan Pablo Casilla	27	4
1	Mohammed Al Bidari Sattar	27.5	2

NEG

Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK
4	Anthony Van	28	1
2	David Gillis	27	3

Winner: ~~BosInt~~ Hen Inc   debating on the NEG ~~Aff~~   Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Cim Scud_

Other judges on panel: Marc Canillas, Kasey Tenerowicz. Please do not start until all judges are present.

Comments & Reason for Decision:

Very close decision
- Make sure you're reading correct cards
- Good knowledge of material + confidence
- passion!

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Mohammed

Speaker Points: 24 25 26 (27 28) 29 30

comment:
Speak a little slower, but good passion! Nice final rebuttal

2A Speaker: Juan Pablo

Speaker Points: 24 25 26 (27) 28 29 30

comment:
Good flow

1N Speaker: ~~Anthony~~ David

Speaker Points: 24 25 26 (27) 28 29 30

comment:
Good summaries after cards

2N Speaker: ~~David~~ Anthony

Speaker Points: 24 25 26 27 (28) 29 30

comment:
Good summaries after cards, confident in material

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
1A - self-worth scores - health insurance, incarceration, etc.	**1N** - needs to be diversity in teaching - relate to students of color - dropout rates are lowered
2A - Diversity HAS grown in teaching → more than doubled in last 20 years - Problem is retention, not recruitment - Agree with 1N on teachers with diversity with students of same background	**2N** - clubs and lunch are still segregated - housing discrimination, not school system - METCO students feel like outcasts
1NR - how can schools be segregated if neighborhoods aren't? - Teacher force rep. them	**1AR** - ~~inequality~~ equality in U.S. - learn from those with higher ed. - achievement gap → poverty - learn from teachers with high ed. not look like them
2NR - Same class doesn't mean they will interact - They contradicted their point	**2AR** - if there are more people like them in school, they won't feel like outcasts

Constructives

1AC	(8 min.)	☑
CX	(3 min.)	☑
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☑
CX	(3 min.)	☑
2NC	(8 min.)	☑
CX	(3 min.)	☑

Rebuttals

1NR	(5 min.)	☑
1AR	(5 min.)	☑
2NR	(5 min.)	☑
2AR	(5 min.)	☑

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

2:15

Neg Prep Time
8:00

4:00

1:30

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AFF

Spkr	BosInt Felixon & Borgelin	POINTS (24-30)	RANK
1	Dana Felixon	28	3
3	Daphcar Borgelin	26	4

NEG

Spkr	JosQui Zhao & Vincent	POINTS (24-30)	RANK
4	Anna Zhao	29	1
2	Joshua Vincent	28	2

Winner: _Josiah Quincy_ debating on the _NEGaTive_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Cecilia Soriano_

Other judges on panel: Allison Velez, Raymond Wynnne. Please do not start until all judges are present.

Comments & Reason for Decision:

The Team from The Josiah Quincy were very organized and well prepared. They had planned not only their Constructive Presentations but their Rebuttals as well. They had evidence for every point they made.

The team from The International School began Their presentation on a strong philosophical basis but as they continued they did not present very much evidence-based argumentation.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Dana Felixon

Speaker Points: 24   25   26   27   (28)   29   30

comment:

2A Speaker: Daphcar Borgelini

Speaker Points: 24   25   (26)   27   28   29   30

comment:

1N Speaker: Joshua Vincent

Speaker Points: 24   25   26   27   (28)   29   30

comment:

2N Speaker: Ann Zhao

Speaker Points: 24   25   26   27   28   (29)   30

comment:

Constructives

1AC	(8 min.)	☑
CX	(3 min.)	☑
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☑
CX	(3 min.)	☑
2NC	(8 min.)	☑
CX	(3 min.)	☐

Rebuttals

1NR	(5 min.)	☑
1AR	(5 min.)	☐
2NR	(5 min.)	☑
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

1. Good Outline of Problems that desegration brings Problems in Educational Desegration Continue to impact throughout the society.

2. Education is the "equalizer" in order to strengthen democracy

3. The Area of Education is an effective way through which to tackle the racial gap that exists in this country

Negative Arguments

1. Housing Patterns impact on the formulation of school Districts. This Contributes to segregation in schools

2. Educational Reform should be under a State's jurisdiction not the federal government

3. It is a duty to guard against Too much power vested in the Federal Govt. Ed. should be within The state purview

4. Federal Govt. should focus its focus and on resolving international Conflicts

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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Please return ballot within 15 minutes after round ends.

AFF

Spkr	JosQui Han & Phung	POINTS (24 - 30)	RANK
2A	Susan Han	27	4
1A	Steven Phung	28	1

NEG

Spkr	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
2N	Deaglan Flaherty	27.5	2
1N	Tadgh Murphy	27	3

Winner: __JOSQUE HIAN ?' PHANG__ debating on the __Aff__
School/Team   Side (Aff or Neg)   Low point win? _____

Signature: _____

Other judges on panel: JAIDEN CRUGER, Maryanne Pasiewicz. Please do not start until all judges are present.

Comments & Reason for Decision:

- Aff. argued w/ the correlation of public health and education
  ↳ Neg. did not touch on this argument
- Neg. has no offensive argument
- Neg argued that housing de segregation must come first
  ↳ good evidence for this, but still not a reason aff. is worse than the status quo
- Neg. used a lot of inherency arguments
  ↳ could've used counterplan as an offensive
- Aff. needs impacts

High School - Junior Varsity

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1A Speaker: STEVEN PHUNG

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: TADH MURPHY

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: SUSAN HAN

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: DEAGLAN MURPHY

Speaker Points: 24 25 26 27 28 29 30

comment:

Constructives	
1AC (8 min.)	☐
CX (3 min.)	☐
1NC (8 min.)	☐
CX (3 min.)	☐
2AC (8 min.)	☐
CX (3 min.)	☐
2NC (8 min.)	☐
CX (3 min.)	☐

Rebuttals	
1NR (5 min.)	☐
1AR (5 min.)	☐
2NR (5 min.)	☐
2AR (5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
1 min

Neg Prep Time
8:00
30 sec

Affirmative Arguments

SEPARATION HAPPENING AGAIN

whites discouraged from attending minority schools → worse schools b/c of funding

- minority schools not getting proper education
- minority schools unconstitutional
- K-12 schools becoming more segregated
- can increase drop out rate
- AAs underserved in school → underserved in healthcare
- give money to the school

ppl of color → worse health

school district boundaries are not colorblind

obama era could be gone

trumps budget

public health

Negative Arguments

- No proof for academic achievement gap
- Obama-era policies have provided enough funding to stop segregation
- through implemented policies, desegregation is already happening
- plans now are working slowly and effectively
- minority teachers provide role models
- housing desegregation is the cause of school seg.
  → affirmative plan doesn't solve this

CX → how do we know schools will use the money effectively
  → A has no evidence

black/white achievement gap are not evaluated by the segregation of schools → desegregation does not increase college attendance

desegregation harmful to students of color academic achievement
- segregation happens in desegregated schools

money could add to obama era policy

desegregation policies in place don't have to travel long distance and be isolated b/c whites already have better education

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AFF

Spkr	BosInt Brhane & Atenor	POINTS (24-30)	RANK
2A	Yorsalem Brhane _JR_	26	3
1A	Vanessa Atenor - _SP_	26	4

NEG

Spkr	MarMun Peres & Quintinilla	POINTS (24-30)	RANK
1N	Josmary Peres - _SR_	28	1
2N	Sandra Quintinilla - _SP_	28	2

Winner: _BosInt Brhane + Atenor_ debating on the _Aff_ Low point win? _Yes_
School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Dat Le, Will Torous. Please do not start until all judges are present.

Comments & Reason for Decision:

- Team provided claim - shared its necessary to make change
- funding is for schools wh incr. funding for diverse schools

High School - Junior Varsity

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1A Speaker: Vanessa	**1N Speaker:** Josemary
Speaker Points: 24 25 (26) 27 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment:	comment:
2A Speaker: Yorsalem	**2N Speaker:** Sandra
Speaker Points: 24 25 (26) 27 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment:	comment:

Constructives

1AC (8 min.)	☑
CX (3 min.)	☑
1NC (8 min.)	☐
CX (3 min.)	☑
2AC (8 min.)	☑
CX (3 min.)	☑
2NC (8 min.)	☑
CX (3 min.)	☐

Rebuttals

1NR (5 min.)	☑
1AR (5 min.)	☑
2NR (5 min.)	☑
2AR (5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
~~HHH~~ |||

Affirmative Arguments

Integration Segregation led to lower academic achievement of Black/Brown students → need High Quality Teachers + better curriculum, sake of mental health of students
Claim → Incr. federal funds

CX. 1 study on integregation good question - not answered
CX

Current School to Prison Pipeline → need to stop this
LT effects of segregation

Pts: Claim made Mental Health +
- Self-Concept
- Teacher of Color not necessary
- Obtain same opp. as White students
- low Resources
- 1 study for Negative not enough

Negative Arguments

Integration may be harmful - Trump admin. ineffective, teachers of color impact experience of students
No Alt. Claim.

CX 1 school district not enough Districts are in charge

Integration doesn't help students
no answer to many q's → push to understand question

Pts. Integration not good
Federal gov't Ineffective
Teachers of color Impt.
Tracking happens Inadvertently

Neg Prep Time
8:00
~~HHH~~ |||

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AFF

Spkr	Westie Davila & LeBlanc	POINTS (24-30)	RANK
	Adalberto Davila	28	1
	Alex LeBlanc	28	2

NEG

Spkr	EdwM. Jeremiah Carty	POINTS (24-30)	RANK
	Jeremiah Carty	27	3

seck

Winner: _Westie_ debating on the _AFF_   Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Janice M Black_

Comments & Reason for Decision:

Although the Negative offered
a range of memorable points, (as noted
on reverse side), the Affirmative
arguments contained stronger specifics
in support

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives		
1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

1A Speaker: Alex

Speaker Points: 24 **25** 26 27 28 29 30
comment: Very strong cross

2A Speaker: Adaberto

Speaker Points: 24 25 26 27 28 29 30
comment: Especially strong constructive.

1N Speaker: Jeremiah

Speaker Points: 24 25 26 27 28 29 30
comment: Strong on cross. Questions demonstrated listening to opposing side. Commendations for going solo.

2N Speaker: going solo

Speaker Points: 24 25 26 27 28 29 30
comment: Work on physical presence - formal

Rebuttals		
1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments

Instructional inequality - excellent use of data

Link ⟷ diversity and achievement well supported

Negative Arguments

Funding already in place - No need to change

Not effective because students self-segregate

Link ⟶ diversity and achievement inconsistent

Psycho/social compatability good observation but supporting evidence should be stronger

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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AFF

Spkr	Charle Lara & Coleman	POINTS (24-30)	RANK
1	Randy Lara	26	1
2	Tyerohn Coleman	27	2

NEG

Spkr	BosLat Faith Cole	POINTS (24-30)	RANK
1	Faith Cole	27	3

Winner: _Randy LARA / C La Coleman_ debating on the _AFF_   Low point win? _____
          School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Ken Ma, Dhrupesh Patel. Please do not start until all judges are present.

Comments & Reason for Decision:

- Clear, slow, delivery of arguments that used the full amount of time. Ideas were well organized & succinct.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives	
1AC (8 min.)	☒
CX (3 min.)	☐
1NC (8 min.)	☐
CX (3 min.)	☐
2AC (8 min.)	☐
CX (3 min.)	☐
2NC (8 min.)	☐
CX (3 min.)	☐

1A Speaker: Randy

Speaker Points: 24 25 26 27 (28) 29 30

comment: — clear delivery of argument & evidence

1N Speaker: Faith Cole (maverick)

Speaker Points: 24 25 26 (27) 28 29 30

comment: — Described impacts of arguments given.

Rebuttals	
1NR (5 min.)	☐
1AR (5 min.)	☐
2NR (5 min.)	☐
2AR (5 min.)	☐

2A Speaker: Tyerohn

Speaker Points: 24 25 26 (27) 28 29 30

comment:
— Strong conviction in statements (passion)
— Many follow up cross ex questions

2N Speaker: ———

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
/ / /

Neg Prep Time
8:00
/ / /

Affirmative Arguments:

- Brown v Board Ed: schools pulled back, POC increasing esp. Latino/Hispanic,
- social/economic inequality supported by system
- inopportunities compound over time
  - underfunded education system
- racial discrimination: isolation of POC
  - segregation increasing in public schools
  - neg. affects mental health/high incarceration
    - depression, anxiety
  - lower access to healthcare/reduced life expectancy
    - underserved = jobs w/out healthcare
  - creation of 2nd class citizens who "live off others"
- PLAN: influence policy w/ additional funding
  - increases economic capacity of P.O.C.
  - nearly 50% of jobs require college degree
- fed funding is down, king's program uphold rich & poor segregation.
- Minority schools have lower quality instruction & ineffective teachers = students fall behind peers in Math & Science @ advantaged schools
  - more funding = qualified teachers = higher test scores
- status quo linked to perpetual racism & negative health impacts / Biology & environment both contributing factors
  - better healthcare will improve life expectancy
- integrated schools reflect higher test scores than segregated minority schools
- City of Boston is currently segregated & test scores reflect that this is a problem
- financial incentives historically has worked/attract high quality students
- will improve their own neighborhoods w/ better jobs
- Better schools will desegregate areas w/ white flight.

Negative Arguments:

- Magnet school competition (kings) to improve diversity
- SD will invest 2 million to increase diversity
  - race, ethnicity & socioeconomic status
  - set diversity goals → evidence to show communities are voluntarily working towards diversity
- charter & public schools show a shift towards diversity & programs will grow @ a faster pace in future & are a model for new programs/recruitment campaigns
- hiring teachers of color is essential
- racial tension will remain strong (even w/ black president) until workforce of teachers reflect the school population
- Trump's undermining of Democracy erode public trust of checks & balances
  - voters who chose Trump & his policy suggests the country does not support integration & Obama's policies
- Minority schools in by race which is only 1 aspect of diversity.
- Students who have motivation & high academic achievement at minority schools (High SAT) have same college opportunity as those in privileged schools
- National assessment does not strongly correlate improvements from racial/ethnic diversity in classroom: segregated schools "challenge" their students to work harder"
- can't tell between deseg & self selection consequences w/ student attitudes
- de facto is from neighborhood segregation by 20th century legislation → Brown defense diverted attention that was promised for housing situation. Problems cannot be addressed in isolation (Housing) - P.O.C. still at mercy of economy
- gov. can't control teachers who influence racism/test scores

Please give all speaking, presentation, and debate-strategy related feedback verbally.

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Please return ballot within 15 minutes after round ends.

AFF

Spkr	BosInt Brhane & Atenor	POINTS (24 - 30)	RANK
2	Yorsalem Brhane	28 27	2
1	Vanessa Atenor	26	3 4

NEG

Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
1	Josmary Peres	28	1
2	Sandra Quintinilla	27	4 3

Winner: _____ BosInt _____ debating on the _____ Aff _____ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____ Will _____

Other judges on panel: Dat Le, Amari Simpson. Please do not start until all judges are present.

Comments & Reason for Decision:

Lots of antecdotal evidence by BosInt

No strong Neg argument

Trump argument unclear

MarMun ignored cx questions

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Vanessa	**1N Speaker:** Josemary
Speaker Points: 24 25 (26) 27 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment: How Frames moral questions well	comment: Spoke very clearly and poignently
2A Speaker: Yorsalem	**2N Speaker:** Sandra
Speaker Points: 24 25 26 (27) 28 29 30	**Speaker Points:** 24 25 (26) 27 28 29 30
comment: Asked good X-exam questions	comment: Cited evidence well in her arguments

Constructives

1AC	(8 min.)	☑
CX	(3 min.)	☑
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☑
CX	(3 min.)	☑
2NC	(8 min.)	☑
CX	(3 min.)	☐

Rebuttals

1NR	(5 min.)	☑
1AR	(5 min.)	☑
2NR	(5 min.)	☑
2AR	(5 min.)	☑

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
Segregation of Public Schools is a detriment to minorities ↳ health + opportunities ↳ Plan: financial incentives	Integration of schools causes students of colors to feel socially and academically isolated.
Blacks w/ less education are more likely to be imprisoned	The Trump administration is harming the public school system
Equality will never be achieved with segregation, and the system needs fixing	Teachers of same background are more approachable and mentor
Personal experience of different teacher	Groups in school segregate anyways
	Parents should chose what type of environment

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
7:00
~~6:00~~
5:00
~~4:00~~
~~3:00~~
~~2:00~~

Neg Prep Time

~~8:00~~
~~7:00~~
~~6:00~~
~~5:00~~
~~4:00~~

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Please return ballot within 15 minutes after round ends.

AFF

Spkr	BosInt Brhane & Atenor	POINTS (24 - 30)	RANK
2	Yorsalem Brhane	28	2
1	Vanessa Atenor	29	1

NEG

Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
1	Josmary Peres	27	4
2	Sandra Quintinilla	27	3

Winner: _____BOS Int_____ debating on the _____Aff_____ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____Dat_____

Other judges on panel: Amari Simpson, Will Torous. Please do not start until all judges are present.

Comments & Reason for Decision:

- For both team, Arguments should be evidences based. → should use card; in rebutal.

- Use the time wisely in rebutal.

- Neg team drops some major arguments from Aff team. like:
  +Long term benefit of school integration leading to neighborhood intergration.
  + The effectiveness of financial support.
  +Mental Health problem.

- Neg team should provide an alternative rather than deny the plan only (without credible source).

- Neg have a good evidence about the inconsistency of research on the relationship btw academic and diversity; but they drop it in the Rebutal.

- Aff should push more on mental health prob

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	**Negative Arguments**

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments:

Status quo. – Diversity @ school is shift. against minority – desegregation problem
harm: ⊕ inequality in academic   Neg →
+ (health problem (mental)
+ segregation

plan: US federal gov ↑ financial incentive to ↑ school diversity.

Solvency:
Arguments:
- How many state are will to solve pro by themselves?

harm ext: Black male have high desire to go to prison → edu is mixed with equality → create job

solv ext: long term benef outweigh short term ...
desegregate neighborhood
- There is no other alternative
- white teacher can understand black std

Negative Arguments:

- Challenges:
School integration too complex to control *
- hire more of minority teachers for equal representation should be better
- PPL with different group lives in different world → money can't solve this
- Supreme Court issue with Trump
- No consistency is research showing diversity ↑ academic
Segregation among students happen anyway.
Neg drop.
... less likely to happen.

Constructives

1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

Rebuttals

1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
−1:00 7:00
−1:00 6:00
−1:00 5
−2:00
−1:00

Neg Prep Time
8:00

Please give all speaking, presentation, and debate-strategy related feedback verbally.

α = Neg

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Please return ballot within 15 minutes after round ends.

prep 7:15 ~~6:15~~ 4:15

5:16

AFF

Spkr	Charle Joseph & Nguyen	POINTS (24 - 30)	RANK
	Max Joseph		
	Benson Nguyen	29	2

7:40

NEG

Spkr	BosInt Abdifatah Abdi	POINTS (24 - 30)	RANK
	Abdifatah Abdi	30	1

In cx frame wmlt you know to ~~Extend~~ ~~use~~ Introduce The question

Winner: __BOS INT__ debating on the __Neg__ Low point win? __No__
School/Team · Side (Aff or Neg)

Signature: __R____O__

Comments & Reason for Decision:

Students of color & just Breath

I vote Neg !

I think this metco Arg isn't Drawn on enough. I think the Neg is Winning that Intergration is going to get worse w/ the fed. gov. & ↓ Black teachers turning public health & Black student Soccers.

I love This Round on A Strategic level The evidence selection on Both sides is "D1" Great Clash. More exprang why the other teams evidence is not as good as yours would make The Debating hit that Next level.

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.
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AFF

Spkr	JosQui Adrian Kwan	POINTS (24-30)	RANK
	Adrian Kwan	28	3

NEG

Spkr	BosLat Taub & Goober	POINTS (24-30)	RANK
1	Ezra Taub	29	1
2	Vicente Goober	28	2

Winner: **BosLAT** _____ debating on the **Neg** _____ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Ben Dooley, Kaytlin Eldred. Please do not start until all judges are present.

Comments & Reason for Decision:

★ Was able to establish more clearly to states knows their problems more than the federal government would.

★ Was able to highlight that the Department of Education wouldn't pass a bill for the goverment to be in charge of schooling.

★ Was able to clearly show that they were able to interact with the information given to them in order to get their point across.

★ State that states would be more reliable and flexible plus will have more control.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: ADRIAN KWAN

Speaker Points: 24 25 26 27 (28) 29 30

comment:

1N Speaker: EZRA TAUB

Speaker Points: 24 25 26 27 28 (29) 30

comment:

2A Speaker: ADRIAN KWAN

Speaker Points: 24 25 26 (27) 28 29 30

comment:

2N Speaker: VICENTE GOOBER

Speaker Points: 24 25 26 27 (28) 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Constructives

1AC	(8 min.)	☑
CX	(3 min.)	☑
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☑
CX	(3 min.)	☑
2NC	(8 min.)	☑
CX	(3 min.)	☑

Rebuttals

1NR	(5 min.)	☑
1AR	(5 min.)	☑
2NR	(5 min.)	☑
2AR	(5 min.)	☑

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

1 min.
3
4

Neg Prep Time

8:00

30 sec
8 sec
6:30 sec

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AFF

Spkr	JosQui Adrian Kwan	POINTS (24-30)	RANK
1/2	Adrian Kwan	26	3

NEG

Spkr	BosLat Taub & Goober	POINTS (24-30)	RANK
1	Ezra Taub	27	2
2	Vicente Goober	27	1

Winner: _Bos Lat Taub & Goober_ debating on the _NEG_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Kaytlin Eldred_

Other judges on panel: Ben Dooley, Kadian McLean. Please do not start until all judges are present.

Comments & Reason for Decision:

While both sides made good points, I believe the NEG side articulated their points better. The AFF side chose to focus on small details rather than the main argument, which was why a federal program would be better than a state-led program.

Both teams should work on convincing the judges of their arguments rather than each other.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker:	Kwan
Speaker Points:	24 25 (26) 27 28 29 30
comment:	

1N Speaker:	Taub
Speaker Points:	24 25 26 (27) 28 29 30
comment:	

2A Speaker:	Kwan
Speaker Points:	24 25 26 27 28 29 30
comment:	

2N Speaker:	Booker
Speaker Points:	24 25 26 (27) 28 29 30
comment:	

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments

Increasing minorities in schools

increasing health insurance for minorities
- leads to ↑ grad rates

Student achievement gap can only be closed through federal intervention

Negative Arguments

Counter plan

State → federal
- local needs → programs
- Resources
- accountability
☆ gave example that FL is successful

federal laws won't be successful anyways because states will change the laws before implementing

racial disparities in prisons due to federal courts

current admin wants reform

Constructives

1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

Rebuttals

1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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Please return ballot within 15 minutes after round ends.

AFF

Spkr	BosLat Gillis & Okoli	POINTS (24 - 30)	RANK
2A	Aidan Gillis	27	2
1A	Nikki Okoli	26	4

NEG

Spkr	Charle Henry & Bryan	POINTS (24 - 30)	RANK
1N	Shemaiah Henry	29	1
2N	Shanice Bryan	27	3

Winner: _Charle Henry & Bryan_ debating on the _Neg_ Low point win? _NO_
School/Team   Side (Aff or Neg)

Signature: _____

Comments & Reason for Decision:

The Negative side pulled together arguments and rebuttals in a stronger way than the affirmative side.

1N) Strong speaker. Best rebuttal that tied points smoothly with argument. Can improve rebuttal with data mentioned in constructive.

2N) Has a great handle on the topic. Can improve confidence in speaking to increase persuasiveness. Rebuttal was weake without complete arguments. For example, try to add **why** it isn't a valid argument to say that a school with low resources should just close schools/fire teachers.

1A) Excellent points brought up in constructive. Spend more time familiarizing yourself with the material so that you can fluidly speak to it without the cards in front of you. Also, please take more prep time so that you can strengthen your rebuttal with concrete information and use the majority of the 5 minutes to speak.

2A) Great confidence in speaking during your constructive. Keep that throughout! Don't be afraid to use more prep time to strengthen argument. Work with your partner to create a cx strategy.

Best of luck in future rounds!

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
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Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Nikki		**1N Speaker:** Shemaiah
Speaker Points: 24 25 (26) 27 28 29 30		**Speaker Points:** 24 25 26 27 28 (29) 30
comment:		comment:
2A Speaker: Aidan		**2N Speaker:** Shanice
Speaker Points: 24 25 26 (27) 28 29 30		**Speaker Points:** 24 25 26 (27) 28 29 30
comment:		comment:

Constructives

1AC (8 min.)	☑
CX (3 min.)	☑
1NC (8 min.)	☑
CX (3 min.)	☑
2AC (8 min.)	☑
CX (3 min.)	☑
2NC (8 min.)	☑
CX (3 min.)	☑

Rebuttals

1NR (5 min.)	☑
1AR (5 min.)	☑
2NR (5 min.)	☑
2AR (5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
8:45
4:5
1:42

Neg Prep Time
8:00
1:40 secs
7:20 remaining
-3:15
4:05 remaining

Affirmative Arguments

1A) Northern & Western lower opportunities lead to lower academic achievement.
6 Decades later → intuition that it would be positive verplus high teacher turnover rates, lower graduation rates

2) segregatory is minority profiling, segregated schools are inherently unequal access to supreme court.

3) discrimination negatively effects mental health

4) unequal edu of minorities decreases access to healthcare and thus lower life expectancy.
us should provide financial incentives to increase diversity
cx→ if they dont want to get integrated they wont X
CX→ If the Black teachers arent very good, is it worth it?
→ used CX time to make points, not in quest

2A) minority teachers has doubled in 30 years
Non-unique recruitment efforts → TFA
minority teachers have trouble w/ mgmt??
impact of integration reaches next generation
successful in helping students attain degrees

CX→ Is there any evidence that white students/teachers are bullying minority?
→ Not enough infor on who is being forced to go to the desegregated schools

1AR) Just because they're in the neighborhood doesn't mean they have to stay there. x
↓ They may self segregate but they're getting better. all ended halfway through time

2AR) we don't want to separate students from minority teachers expand on that!
Integration is a gradual process. Just because it takes time
Bus problem doesn't exist now, just in 1960s

Negative Arguments

CX→ Calm vs chaotic environment, forcing them into our environment creates a negative feeling they dont have finances to pursue

1N) minority students are majority but teachers are not diverse. →
Teachers of colors needed to tea
→ more likely to graduate & go to college than to dropout
· Gap in children's reading closed w/ Black students of Asian GDP
· Achievement gap causes billions of Black teachers
· Desegregation resulted historically in Black teachers losing their jobs & Black schools closing.
- uncomfortable → w/o Black teachers
⇒ strong conclusion tied together points (1N)
⇒ good leading of CX (1N)

2N) Achievement gap cant be closed by targeting education in isolation. housing
People in dept
Integration still results in segregation w/in the schools. students are still separated by extracurriculars
symbolic boundaries
more likely to experience discrimination in desegregated school.
Conclusion: We should focus on the neighborhoods first

1NR) Transportation — Cant integrate schools before we integrate neighborhoods
schools segregated so long that mental health at risk
Tied well to overall arguments on both sides → an added figures to this

2NR) Not a valid argument to say they dont have enough money so should fund teachers
Not strong enough
Bus loads of
Brought back Healthcare & GDP argument
minority families are forced to be integrated due to financial inability to afford cheaper

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AFF

Spkr	TechBo Christian Canales	POINTS (24 - 30)	RANK
	Christian Canales	26	1

NEG

Spkr	Bright Diggs & Germain	POINTS (24 - 30)	RANK
	Richard Diggs	25	2
	~~Jeremiah Germain~~		SAT

Winner: ___TechBo___ debating on the ___AFF___   Low point win? _____
        School/Team   Side (Aff or Neg)

Signature: _____

Comments & Reason for Decision:

1) Cross-X ?
2) Even with a Roadmap, still label each group of arguments in your speech so I know where you are
3) It saying these are n things (eg 3 Cap Add-Ons), "label" each one
   1) ___ 2) ___ 3) ___
4) The Resolution ≠ A Plan. How do you want to spend the $?
5) Rebuttals: Time to summarize.

RFD | I agree that housing should not determine educ opp.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

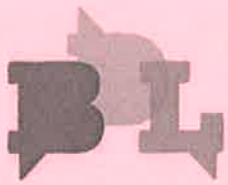### Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Constructives

1AC	*(8 min.)*	☐
CX	*(3 min.)*	☐
1NC	*(8 min.)*	☐
CX	*(3 min.)*	☐
2AC	*(8 min.)*	☐
CX	*(3 min.)*	☐
2NC	*(8 min.)*	☐
CX	*(3 min.)*	☐

Rebuttals

1NR	*(5 min.)*	☐
1AR	*(5 min.)*	☐
2NR	*(5 min.)*	☐
2AR	*(5 min.)*	☐

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

Please give all speaking, presentation, and debate-strategy related feedback verbally.

BOSTON DEBATE LEAGUE

2017-2018
Novice Packet

Affirmative Cases and Negative Answers ↓
- School Integration Aff
- School Integration Neg

Resolved: The United States federal government should substantially increase its funding and/or regulation of elementary and/or secondary education in the United States.

(handwritten marginal flow notes)

1NR
- Integration still leads to seg with the school
- Housing course of segregations.
- Black/White Ach Gap

1AR
Plan
→ Stronger economy
→ Stronger job market
- Due to Success
- True not advocate
- Housing issues → can't let place
- Where they live - deny opportunity
- →Fiscal Further

2NR
- Vogue answers
- *Integration doesn't solve
- *Ach Gap is decreasing
- →Obama Plan
- Transportation is a failure for remote schools.
- Discriminatory biggest fear of black students.

2AR
- Risk of it not adopting's after plan.
- Don't delay education
- Seg getting worse
- Tracking → widen ach gaps.
- Add-on Edu Gap after → for Seg

Observer

- New great program
- $4M~ 9 to 20
- Alternative cannot outspend Trump↑
- Ability to innovate ⇒
  - Trump aside – can't budget & bankroll artists
- ⇒ Recruit integ title to do with social achievmt
- → Unless staff in the workplace
- → Teachers & same understand

- → Fed funds for integ have declined.
  2e schools across the nation.
- → Congress has not passed legislation to remedy racial violations etc.
- ⇒ Immigrant achievement

- Trump wrong about election voter 'attacked democracy'
- Transparency of govt destroyed
- Discrimination can't be sold by schools – determined by housing
- Dept of Education won't enforce the place
- Desos undermined
- Tracking caused re-segregation.
- Boston

Interseg
School Segregation

Brown not nationwide

Public Harm
- Minority schools in-equal, low achievmt
- Can't attract good teaches
- Compounded over time
- 4-10
- Need integrated schools
- Seg school = Segregation inherently unequal
- Mental Health
- Depression, etc.
- Decreased access to health access & locations.
- Life exp. increased on

PLAN: Financial Aid
Sustained increase

Solvency: ...

Cont Add-Ons
① Increases core of minorities
  racial gap → Aceli cap
  wage gap - Poverty gap
  in health
  ② Growth of economy has stagnated
  ③ Boosts strength &
    growth of the US
③② Strongwer US ⇒
  World growth

Cx: won't affect declining gov.

Superceded
title IX → ⑨ devils
× innovation

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AFF

Spkr	Charle Lara & Coleman	POINTS (24-30)	RANK
1A	Randy Lara	27	3
2A	Tyerohn Coleman	28	1

NEG

Spkr	BosLat Faith Cole	POINTS (24-30)	RANK
1/2 N	Faith Cole	27	2

Winner: Faith Cole/Boslat _____ debating on the __Neg.__ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Jamie Andrade, Ken Ma. Please do not start until all judges are present.

Comments & Reason for Decision:

To the students for the affirmative. The arguement that segregation is on the rise and that integration is important to provide quality education to all students is most certainly valid. The concern I have is that, financial incentives are an interesting approach but it fails to address what I believe to be the root of the resurgance in segregated schools. That is the trap of school district. As Faith made mention of, while housing is still segregated, integration of the educational system is essentially not feasible. School funding is determined by each district, with most districts being allowed to levy their own taxes within the district. However, with housing being more segregated low income neighborhoods fail to raise the needed funds to provide the same level of education as the high income neighborhoods. Forced integration like "bussing" as it came into existance, forces children of low income districts to travel to high income districts to promote diversity. The issue here is that the parents of those low income children can usually barely afford to send their child to school, let alone travel the extra miles, buy the nice gifts, send the children to the school trips, etc. You don't feel comfortable when you are the only one without; students' mentality has major impact on their approach to education. Without addressing the disparity in housing, I feel the idea of incentivized desegregation is a half-measure with no lasting impact. Faith, while

is weaker because of your denial of the benefits of integration. Focus more on the costs associated w/int. see av.

I believe your research was well done and thoughtfully compiled. I feel your arguement is ch

[left margin, rotated text]: ALSO! Affirmative position, moral position in regards to segregation. HOWEVER, this issue is particularly divisive, and those against will not likely be moved by a moral or emotional plea. Much better to argue the financial benefits.

[left margin, rotated text]: attempted to establish

High School - Junior Varsity

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Areas of Focus for Speaker Points:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives		
1AC	(8 min.)	☑
CX	(3 min.)	☑
1NC	(8 min.)	☑
CX	(3 min.)	☑
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

1A Speaker: Randy

Speaker Points: 24 25 26 (27) 28 29 30

comment: Very well presented information. Delivery needed work

1N Speaker: Faith

Speaker Points: 24 25 26 (27) 28 29 30

comment: Practice! You have the eloquence! Deal with the nerves w/ Practice!

2A Speaker: Tyerohn

Speaker Points: 24 25 26 27 (28) 29 30

comment: Delivery was great, time to start trying to engage your audience

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Rebuttals		
1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Each team has 8 minutes of total prep time.

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments

Integration = positive effects on educational systems for students

increasing segregation since the implementation of Brown vs. Board of Education.

Fed. Funding down on diversification in educational system

Public Health disparities amongst minorities, tend to be indicative of ~~integration~~ significant differences in standards of living which is a direct result of poorer education

Negative Arguments

Diversity grant programs to improve diversity & quality of educational programs

Cities & States are adopting diversification & integration programs? Any tangible results.

Minority students do better with minority teachers

Diversity & Achievement - Commission? which one?

Schofield 1991 - X2

until housing integration is implemented, educational integration is untenable

having diversity is a bad thing, b/c students restricted by their district

Aff Prep Time

8:00

1

2

Neg Prep Time

8:00

1

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AFF

Spkr	Bright Ogunsanwo & Cruz	POINTS (24 - 30)	RANK
1A	Phebean Ogunsanwo	27	4
2A	Thalia Cruz	27.5	2

NEG

Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK
2N	Jocelyn Carvalho	28.5	1
1N	Rebecca Francios	27	3

Winner: ___Heninc Carvalho & Francios___ debating on the ___NEG___ Low point win? _____
           School/Team   Side (Aff or Neg)

Signature: ___Yujue Wang___

Comments & Reason for Decision: Stronger logic, clearer points made & justify the argument with personal experience.

High School - Junior Varsity

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Constructives		
1AC	(8 min.)	☐
CX	(3 min.)	☐
1NC	(8 min.)	☐
CX	(3 min.)	☐
2AC	(8 min.)	☐
CX	(3 min.)	☐
2NC	(8 min.)	☐
CX	(3 min.)	☐

1A Speaker: 27

Speaker Points: 24 25 26 **27** 28 29 30

comment: addresses & brings lots of arguments but it's better to mention few points & explain each in more details

1N Speaker: 28.5

Speaker Points: 24 25 26 27 28 29 30

comment: raise good questions during cross-ex. strong logic.

2A Speaker: 27.5

Speaker Points: 24 25 26 **27** 28 29 30

comment: flow of speech is good. deliver the message clear

2N Speaker: 27

Speaker Points: 24 25 26 **27** 28 29 30

comment: used lots of personal experience to justify the statistics.

Rebuttals		
1NR	(5 min.)	☐
1AR	(5 min.)	☐
2NR	(5 min.)	☐
2AR	(5 min.)	☐

Areas of Focus for Deciding Win/Loss:

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Aff Prep Time
8:00

Neg Prep Time
8:00

Affirmative Arguments

Mental Health.
Self-esteem.
Income (→ life expectancy, job, health insurance.
→ disaggregate.

Best way to "equalize"
- consequential impact
* others are more important: experienced teacher & supportive policies. But disaggregation is the foundation
- prepare them for the diversified society.
- immigrant achieve gap
* flawed process : long term Benefits vs short term effects : studies supported.
carries to adulthood : integrated into social
* relate to people who're different => nature & necessary
but pushing up students turned away
focus on diversified in school, but not neighborhood environment
minority don't get same education. Live everyone less opportunity
a chance even though ... earlier
interact with other races in school
parents generation vs. new generation have an
High school learning experience efforts
financial incentive could be used on any facilities
* a step in the right direction, even though it takes a long time

Negative Arguments

- diversity is happening.
* disaggregation within school?
  - separated social life in school
  white sports vs. Brown sports
  - increase racial disjusture if integrating
  - study supported = no major Benefits
  - segregation = learn at same level
High school is different from college.
Personal experience vs. statistics.
disegregation => "higher dropout rate" in high school
* "unequal education" (subjective vs. objective)
already 60 yrs since Brown & Boys. (reassuring)
* residential segregation (neighboring school)
→ education vs. housing
ethnicity gap   white school:
* destroys Black school (strange & uncomfortable)
  - go to white school may separate the Black students from their own race
  - white teacher care about Black.
    - personal experience & others' experience.
    - social & emotional needs.
equal on paper vs. equal in life.
→ leave minority no choice (sometimes)
* disegregate = minority changed their growing environment; But not majority (the other way around)
financial incentive = wrong motives
* how many years can Affirmative plan have an effect
learning is personal experience.

- moving for schooling is such inconvenient for the family (feeling friends).
- discrimination on personal experience.

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AFF

Spkr	JosQui Adrian Kwan	POINTS (24 - 30)	RANK
M	Adrian Kwan	26.5	3

NEG

Spkr	BosLat Taub & Goober	POINTS (24 - 30)	RANK
1N	Ezra Taub	27	2
2N	Vicente Goober	27.5	1

Winner: _Bos Lat_ debating on the _Neg._ Low point win? _____
　　　　　School/Team　　　　　　　　　　　Side (Aff or Neg)

Signature: _[signature]_

Other judges on panel: Kaytlin Eldred, Kadian McLean. **Please** do not start until all judges are present.

Comments & Reason for Decision:

The States CP does not address the budget disparity issue, where a federal plan would. The Aff did not effectively address the CP.

The debate became (or should have) about who should have control over the educational funding - states or USFG.

Aff. dropped the Fed DA.

High School - Junior Varsity

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1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	*comment:*
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	*comment:*

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Constructives

1AC	*(8 min.)*	☐
CX	*(3 min.)*	☐
1NC	*(8 min.)*	☐
CX	*(3 min.)*	☐
2AC	*(8 min.)*	☐
CX	*(3 min.)*	☐
2NC	*(8 min.)*	☐
CX	*(3 min.)*	☐

Rebuttals

1NR	*(5 min.)*	☐
1AR	*(5 min.)*	☐
2NR	*(5 min.)*	☐
2AR	*(5 min.)*	☐

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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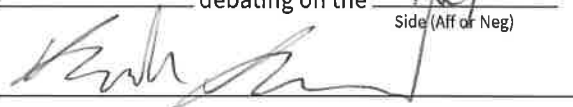
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AFF

Spkr	EdwM. Lynch & Delhomme	POINTS (24-30)	RANK
2	Shania Lynch	27.5	3
1	Laurent Delhomme	27	4

NEG

Spkr	O'Brya Lewis & Ryan	POINTS (24-30)	RANK
2	Myesha Lewis	28.5	1
1	Lexxi Ryan	28.5	2

Winner: _O'Brya_ debating on the _Neg_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Comments & Reason for Decision:

Although the affirmative team made a good point that education needs to be addressed at this moment, the negative team did an effective job at actually rooting the source of the problem to housing and neighborhood segregation.

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1A Speaker: Laurent Delhomme	**1N Speaker:** Lexxi Ryan
Speaker Points: 24 25 26 (27) 28 29 30	Speaker Points: 24 25 26 27 28 (29) 30
comment: Clear points but not enough summary	comment: insightful questions & persuasive answers
2A Speaker: Shania Lynch	**2N Speaker:** Myesha Lewis
Speaker Points: 24 25 26 27 (28) 29 30	Speaker Points: 24 25 26 27 28 (29) 30
comment: Good overview of argument & clear conviction	comment: Strong Points & strong conviction

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Aff Prep Time
8:00

Neg Prep Time
8:00

Affirmative Arguments

1AC
- Integration has positive effects on minorities
- Minority schools have ↑ teacher turnover rates
- Segregation is getting worse
- Negative effects on mental health
- Racial achievement Gap → health insur., income, life expectancy, rates,
- Black people have ↓ health insur.
- fed funding / incentives for deseg

2AC
- Racial Gap → Achiev Gap → Grad Gap → wage gap → Poverty Gap
- Students are going against each other
- seg. schools limit opp. of students
- Close achiev. gap = boost econ.
- U.S. can become more prosperous w/ Deseg
- Arg: deseg. is not solution to every prob.
  - Need to make more efforts w/ quality schools
  - Apply Brown. v. Board better → equalize edu.
- int. schools have better grad rates & achiev.

1AR
- Safety shouldn't be #1 priority (buses are dangerous)
- Aff wont work → Results aren't guaranteed → focus on housing

2AR
- seg schools don't have AP classes
- education is more impt. than friends
- Minority schools are less quality
- When schools get money, they have to use it for it.
- Need better teachers for kids · busses aren't dangerous

Negative Arguments

1NC
- No pos. effects on integration
- Theres seg. w/in diverse schools
- Deseg doesnt improve racial attitudes
- No adv. of diverse schools
  - → Weak evidence
- Deseg destroyed black communities
  - → stopped seeing black role-models
- Actively harming black students
- Racial discrim ↑ → mental health suffers
- Students like to have sense of comm. among peers of same race
- Diverse Schools ≠ diverse staff

2NC
- Diff. to go to int. schools → need to deseg neighborhoods first
- Bussing kids doesnt work
- int schools have no effect
- race discrim is inevitable → plan needs to address that
- Bussing was very violent & theres no evid. of change
- Deseg schools don't have effect on wages
  - No effect on grad rates
  - No health care effects
- Tracking separates int. schools

1AR
- Fixing housing will take a long time
  - education needs to be paid attention to
- Integrating schools is key

2NR
- No hard evidence / plan for impl.
- No link b/w grad or college rates
- Fixing neighborhoods will naturally deseg schools
- Cant Change Racial Attitudes w/ money
- Racial problem is ingrained
- No evidence of Achiev. gap change
- No way to measure plan
- Going to seg themselves

Please give all speaking, presentation, and debate-strategy related feedback verbally.

Org tactics: Dunn

context: consumer / class
consumer economy

☐ knowledge 2 personhood
don't knowwell / potentialme
systematic abandonment

☐ zero tot, rails, vasc crime,
etc. trans school kids
prison

☐ baby well potential me

☐ About genocide?

few resolution
☐ good practice the student
⇒ scholar

☐ studying redefines
being student hood?

"sovereign study"
☐ Lurg '15
☐ Dean '05

decision point

⇒ Silus   mindset change

"no political / value"
↑

"bare life"
school to prison pipeline"
↑
⇒ (a housing
disarm
①

[highlighted] "the reast every"
university expe...
↑

→ (?) changing mindset
α & T

☐ AF evidence is
a / so m / potential

→ no evidence   → ☐ has discrimination
is root cause

good grades: threshold
to "real life"

↳ turn, bites
"bare life"

→ yes (?)

even worse off
in the workforce